R E P O R T R E S U M E S

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A SUMMARY OF THE NUEA HIGH SCHOOL SURVEY OF MARCH 1966. (TITLE SUPPLIED).

BY- HARTSELL, CHARLES W. PETERS, JAMES N.
NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

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A STATISTICAL SUMMARY OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA) HIGH SCHOOL SURVEY OF MARCH 1966 DEALS WITH 1700 CORRESPONDENCE COURSES OFFERED BY EXTENSION DIVISIONS OF UNITED STATES COLLEGES AND UNIVERSITIES. THIRTY-SIX OF THE 64 NUEA MEMBER INSITUTIONS OFFER PRE-COLLEGE INSTRUCTION. TOPICS COVERED BY THE SURVEY ARE--ENROLLMENT FIGURES, NUMBER OF HALF-UNIT COURSES OFFERED, INCREASING AND DECREASING NUMBER OF COURSES, SOURCES OF SYLLABI, SOURCES OF FUNDS, METHODS OF PROMOTION OF PROGRAMS (PAID ADS, MAILING LISTS, VISITS TO SCHOOLS), DIPLOMAS OR EQUIVALENCY CERTIFICATES GRANTED, AND STUDENT ADMITTANCE REQUIREMENTS. THE REPORT ACCOMPANYING THE SUMMARY STATES THAT THERE IS A NEED FOR EXPANSION OF COURSE OFFERINGS LEADING TO THE HIGH SCHOOL DIPLOMA AND FOR IMPROVED METHODS OF INFORMING THE POTENTIAL STUDENT OF THE PROGRAMS OFFERED. THE QUESTIONNAIRE IS INCLUDED. (AJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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To: ALL DIRECTORS OF CORRESPONDENCE

From: Charles Hartsell, Chairman High School Committe

Enclosed is a summary of the H/S questionnaire which you completed during the first part of March.

To analyze the summary read down. To illustrate: Take the University of Southern Mississippi, number (31), High School Enrollments 700, Total Enrollments 1,056, they offer 55 (½) unit H/S Courses by correspondence, they have no plans for increasing or decreasing the offerings, they plan to develop their own courses but are presently purchasing syallbi from the University of Nebraska (35), the remainder of the summary you should be able to follow.

In the column purchase syallbi from, also read down, the 3 and 5 go together to make 35, or the University of Nebraska; the same is true of the 2 and 9, they equal the University of Minnesota.

The H/S Committee is most grateful to you for your response. It is suggested that you review the enclosed summary and make whatever recommedations you feel are in order. A detailed summary will be submitted to Chairman Powell and she can utilize as she sees fit.

Committee: ALLIGOOD--FLORIDA

DeROLF----NEBRASKA

HARTSELL--TENNESSEE

MILLIKIN--TEXAS TECH

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NUEA HIGH SCHOOL QUESTIONNAIRE 1966

1- Your institution's number_____according to the 1966-67 Guide.

2- Completed by_____.

3- New H/S enrollments during 1964-65_____Total enrollments 1964-65 _____.

4- How many (1/2 unit) H/S courses does your institution offer?_____

5- Do you grant a H/S diploma by correspondence? (circle one) Yes No

6- Does your institution work through secondary schools of your state? Yes No

7- If your answer to question (6) is no, could you tell us why?

8- Does your H/S staff develop your instructional materials?

9- If your answer to question (8) was no, do you purchase syllabi? Yes No

10- If your answer to question (9) was yes, from whom do you purchase syllabi? _____

11- Do you plan to (increase or decrease) your H/S offerings? (circle one)
Why?_____

12- Does your staff make personal visits to the H/S in your state? Yes No

13- If your answer to question (12) was no, is any traveling done to promote H/S offerings? Yes No

14- If you publicize your H/S program write a brief paragraph as to how this is done. Use the reverse side of this questionnaire.

15- Does your State Department of Education allocate funds for H/S instruction by correspondence? Yes No

16- Do you have H/S mailing lists? Where and how do you obtain these? Yes No

17- How are H/S students admitted to your institution--check the appropriate answers:

G E D _____
C/S Diploma _____
Regular Diploma _____
By credits less than a Diploma_____
By tests and/or a Diploma _____

The following institutions were not surveyed because the 1966-67 Guide to Correspondence Study indicates they did not have a H/S program.

2 - 10 - 11 - 12 - 14 - 15 - 16 - 19 - 20
24 - 25 - 26 - 27 - 28 - 30 - 32 - 34 - 36
38 - 39 - 51 - 56 - 57 - 58 - 60

However, this questionnaire was sent to the entire NUEA membership.

NUEA H/S Committee: Alligood—Florida DeRolf—Nebraska
Millikin—Texas Tech Hartsell—Tennessee

To: Directors of Correspondence-NUEA

Enclosed you will find a revised statistical summary compiled by the NUEA High School Committee. Since time at the annual meeting will be an item of importance, we would suggest that you analyze this summary carefully prior to your arrival at Albuquerque.

You will find a summation of the report based on comments by members of the H/S Committee and Chairman Elizabeth Powell. My assistant, James N. Peters and I will assume full responsibility for the report. Your criticisms will be welcomed at the annual meeting. I hope to have sufficient ammunition to defend myself.

Sincerely,

Charles W. Hartsell, Director
UNIVERSITY CORRESPONDENCE STUDY

CWH:ggb

THE HIGH SCHOOL PROGRAM---WHERE DO WE GO FROM HERE?

In this age when a formal education is of such vital importance to the individual, and society as a whole, the role of correspondence instruction has taken on new meaning and perspective. Few would deny that a high school education is basic to continuing the pursuit of knowledge, or skill, in an institution of higher learning. In many instances, a high school diploma is necessary to continuing the pursuit of one's livelihood. Yet, according to the 1960 census over 64 million Americans age 18 and over did not hold a high school diploma. This means that approximately 30 percent of our population is deficient in that very important area necessary to continuing growth through education. It is with these thoughts in mind that directors and staff of correspondence study face the continuing problem of direction in their high school programs.

As of March, 1966, there were over 65,000 persons enrolled in high school courses in the extension divisions of the various colleges and universities of the United States. While many of these students are to be classified as adult students, it is reasonable to assume that most of this enrollment is composed of students presently engaged in meeting graduation requirements of their local high schools. We can further assume that the sum of this latter enrollment is attempting, by correspondence study, to remove a low or failing grade in one of the core requirements necessary for the completetion of their secondary work. In such a situation, the direction of high school correspondence study would be simple: offer only core requirement courses as laid down by the various state departments of education.

Unfortunately, the problem is not this simple. While the correspondence study departments must offer a broad range of the core requirements such as English, Mathematics, and Social Studies, we must take into consideration the other group of individuals who, for one reason or another, are just beginning their high school program and have chosen correspondence study as a means to that end. It is here that expansion should begin in the planning of correspondence programs. In addition to

regular core courses, perhaps correspondence departments should offer the entire high school programs as laid down by their State Department of Education. The case against such a proposal is that the college or university does not grant a high school diploma, therefore the institution should not involve itself in the entire program. This line of thought would immediately raise the question as to the role of the state-supported institution of higher learning in the total education program of its state.

What is the role of a state-supported college or university in its state education program? Should a public institution of higher learning assume the responsibility for an educational program not offered elsewhere in the state? Volumes have been written on the first question; the second could keep philosophers and politicians busy for some time, both pro and con! However in the event that a local high school has a residence requirement (as most have) and an adult student cannot satisfy this requirement, it would seem reasonable that the Extension Division of the state college or university should be given the authority to assume the educational needs, including diploma, of this student. Some would argue that it becomes the duty of the state institution to assume this responsibility.

According to a March, 1966, survey of NUEA member institutions offering high school courses, only five members received direct financial support from their state legislatures or state departments of education for the preparation of instructional materials and payment of services in their total program. Of these five, only three, Arkansas, Nebraska, and North Dakota, grant the high school diploma. It would seem reasonable to assume then, that there is a great need for expansion in the area of the complete high school program, including the granting of diploma.

One of the problem areas in the high school program at some of the member institutions is the development of instructional materials. Although most of the member institutions develop their syllabi, some purchase their materials from other institutions who have special or separate departments for high school instruction. While it is desirable to develop one's own material, there are instances when it is

not possible, consequently, the purchase of these materials is the most logical means to an end. However, if an institution is going to maintain instructional staff, perhaps it would be better for that staff to develop the materials for the courses offered. Under this system, the person who teaches the course will have a more personal interest in it.

Tabulations from the March questionaire indicated that there are approximately 1700 courses offered by the member institutions. Of all the institutions surveyed, only four indicated that they intended to decrease their course offerings; three plan to delete the high school program completely. This tabulation would tend to indicate that the program offerings are on the increase or in the planning stage of further development. Although there is a marked increase in course offerings, unless more progress can be made to inform the potential student of the programs offered, all these expansion plans are for naught.

Some institutions report that little or no personal contact, as a part of the promotional program, is accomplished. While it would be desirable to mail out our catalogues to high school administrators (Principals and Guidance Counselors) and then await the enrollments, perhaps more could be accomplished by visitation with the school personnel. One institution, Nebraska, uses radio as a medium of informing the public of its program. Some institutions use daily newspaper and periodicals to present to the public their programs. The news media can certainly reach the potential adult student. In some instances, the resident high school student is also reached by this media, but personal contact with school personnel and the student himself, can hardly be frowned upon.

What lies ahead? Where do we go from here? Even though only 36 of the 64 NUEA member institutions offer pre-college instruction, we must move forward if we are to keep pace with the educational demands of society. This is an age when the emphasis is upon a literate society. People are confronted each day with demands for more and better formal education. To meet this demand, the public-supported colleges and universities should open every door possible for the people who, through their tax dollar, need the benefits of a formal education. Certainly we

cannot fail the ones who support us. The rather startling revelation of the 1960 census should be our impetus to move forward in every phase of our high school program. We owe no less to the people of our respective states and of our nation as a whole. If we are to maintain the lead in public education, we must continue to advance our correspondence programs.

Charles W. Hartsell

James N. Peters

ERIC Clearinghouse
MAY 11 1968
on Adult Education

A SUMMARY OF THE NUEA HIGH SCHOOL SURVEY

INSTITUTIONS NUMBER →	1	3	4	5	6	7	8	9	13	17	18	21	22	23	29	31	33	35
High School Enrollments	8470700	3401600	3104700	1678	4000	671	1796	5908	3345646	1256600	1151818	1550	5503	5334	1474	7004	1708	
Total Enrollments	1604209355	4012023	4195	2631585	6183			1435	3885944	2844	2082839	9006	1629	6703	7035	1056	3355	
Number of 1/2 Unit courses H/S offerings	52	50	101	90	45	30	49	33	61	42	34	40	22	47	38	55	73	
Plan to Increase or Decrease	D	I	I	NC	I	I	I	D	NC	I	D	I	I		NC	NC	I	
Develop Own Syllabi	N	Y	S	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Purchase Some Syllabi	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	Y	N	N	
Purchase Syllabi From	35		35	35	3529 61		35									35		
Legislature provides monies for H/S Courses	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
State Dept. of Educ. provides funds for Course Development	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	
Use paid ads for promoting H/S Courses	N	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	
Mailing lists other than H/S (Supt., Princ., Counsel, Librarary)	N	N	N	N	Y	N	N	N	N	N	N	N	N	Y	N	N	N	
Planned program of H/S Visitation	N	N	Y	N	Y	N	N	N	N	N	N	N	Y	N	Y	N	N	
Grant Diplomas	N	Y	N	N		N	N	N	N	N	N	N	N	N	N	N	N	
Grant Equivalency Certificate	N	N	N	N	X	N	N	N	N	N	N	N	N	Y	N	N	N	
Completed March 7th Questionnaire	X	X			X	X	X	X	X	X	X	X	X	X	X	X		
Completed March 17th Questionnaire			X	X													X	
Students are admitted by																		
G E D	X	X		X		X	X			X		X			X	X	X	
Correspondence Diploma		X		X	X		X									X		
Regular Diploma	X	X		X	X	X	X	X		X		X	X		X	X	X	
By credits less than a Diploma	X		X	X	X		X	X				X	X					
By test and/or a Diploma	X	X		X	X	X	X	X		X						X		
Entrance Examinations Used (CEEB)	X			X		X												

*KEY NC - No Change Y - Yes N - No
I - Increase D - Decrease H/S - High School S-- Some

GH SCHOOL SURVEY OF MARCH 1966

2	23	29	31	33	35	37	40	41	42	43	44	45	46	47	48	49	50	52	53	54	55	59	61	62
9	3	7	7	1		3	4			2	2	9	5	8		1	1	6	4		1	5	3	5
5	5	1	0	7		6				4	9	2	4	7		0	8	6	2		8	7	9	8
3	3	4	0	0						2	2	4	5	6		1	0	2	6		5	0	6	2
	4			8						2						5	9	6			7		4	
1	6	7	1	3		7	6			3	5	3	7	1		9	6	8	5		5	1	1	8
6	7	0	0	3		5				1	3	4	3	1		1	4	2	2		0	4	1	6
2	2	3	5	5		7				5	4	5	6	9		3	1	8	9		8	2	2	0
9	8	5	6	7						3		6	9	6		3	8	2	9		5	6	8	
																							9	
22	47	38	55	73		3	8	123		98	30	41	58	79		71	62	15	27		34	25	102	64
I		NC	NC	I		I	D	I		I	I	I	I	I		I	I	NC	I		I	NC	I	I
Y	Y	Y	Y	Y		Y	N	Y		Y	Y	N	N	N		Y	Y	Y	N		Y	Y	Y	Y
N	N	Y	N	N		N	N	Y		Y	N	N	Y	Y		N	N	N	N		N	N	Y	N
			3					3		3			3	3									2	
			5					5		5			5	5									9	
N	N	N	N	N		N	Y	Y		N	N	N	N	N		N	N	N	Y		N	N	N	N
N	Y	N	N	N		N	N	N		N	N	N	N	N		N	N	N	Y		N	N	N	N
N	N	N	N	N		N	N	N		N	N	N	N	N		Y	N	N	N		N	N	N	N
N	Y	N	N	N		N	N	N		N	N	N	N	N		Y	Y	N	N		N	Y	N	N
Y	N	Y	N	N		N	N	Y		Y	N	N	Y	N		Y	Y	N	Y		N	N	Y	Y
N	N	N	N	N		N	N	Y		N	N	N	N	N		N	N	N	N		N	N	N	N
N	Y	N	N	N		N	N	N		N	N	N	N	N		N	N	N	N		N	N	N	N
X	X	X	X				X	X		X	X	X	X			X	X	X	X		X	X	X	X
				X		X								X										
		X	X	X			X	X								X								X
			X					X								X								
X		X	X	X			X	X			X			X		X	X		X			X	X	X
X								X			X	X				X		X						
			X		X				X	X	X			X		X	X		X		X		X	X
																X								

Some